

**General Education Council**  
**September 13, 2021 - 1:00 - 4:00pm**  
Colorado Department of Higher Education  
Remote ONLY

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**AGENDA -- NOTES**

**I. GREETINGS & INTRODUCTIONS**

1. Welcome (Chris Rasmussen)
2. Attendance (Christina Carrillo)

In attendance: Wayne Artis (CFAC-PPCC); Dennis Becker (DU); Kelsey Bennett (WCU); Joann Brennan (CU Denver); Morgan Bridge (CMU); Helen Caprioglio (CSU-P); Charlie Couch (UNC); Kristen Cusack (CCCS-CCA); Vibhuti Dave (CSM); Margaret Doell (ASU); Maureen Durkin (CU System); Chris DuVal (UCCS); Gus Greival (CSM); Bryan Hall (Regis); Mark Harben (CCCS-FRCC); Alex Ilyasova (UCCS); Danen Jobe (CCCS); Carol Kuper (CCCS-MCC-SFCC); Mike Lightner (CU System); Jeff London (CFAC-MSU Denver); Kelly Long (CSU); Nancy Matchett (UNC); Peter McCormick (FLC); Linda Merkl (CCCS-NJC); Ruthanne Orihuela (CCCS-CCD); Aparna Palmer (CCCS-FRCC); Brittany Pearce (CSU); Kathryn Regjo (CMC); Scott Reichel (Aims); Shaun Schafer (MSU Denver); Audra Spicer (CSU-G); Patrick Tally (CU Boulder); Chris Tombari (CCCS-CCA); John Gardner (Gardner Institute); Betsy Griffin (Gardner Institute); John Lane (SHEEO); Bruce Vandal (Bruce Vandal Consulting LLC); Christina Whitfield (SHEEO); Christina Carrillo (CDHE); Kim Poast (CDHE); Lauren Ramsey (CDHE); Michael Vente (CDHE); Maggie Yang (CDHE)

**II. Adoption of last meeting's notes**

1. [\[See handout: 2021-08-09- GE Council - NOTES.pdf\]](#)  
Notes approved

**III. INFORMATION ITEMS**

**IV. DISCUSSION/ACTION ITEMS**

1. SHEEO/Gardner Institute Transfer Project (1:00-2:30 pm)

The first half of the meeting was devoted to discussion of opportunities to advance equity objectives in transfer through the SHEEO/Gardner Institute state transfer policy project, which is a multi-state initiative involving



Colorado, North Carolina, South Carolina, and Washington. The GE Council will function as the initiative's "transfer task force" together with other invited members who bring additional perspectives on equity and transfer and represent non-public institutions in Colorado. Additionally, there is a project leadership team that meets monthly, which includes several members of GE Council.

2. HB20-1002 Implementation - review proposed plan and feedback received to date

Chris presented a summary of feedback received during presentations and stakeholder meetings about the proposed plan, along with several remaining questions and issues requiring clarification. That summary is attached to these meeting notes.

3. IB Mathematics revised curricula and course structure - updates

With the change in the structure and content of IB Mathematics courses, it was suggested that CDHE convene math faculty from across the state to affirm GT Pathways alignment, and for institutions to affirm or revise course equivalencies for IB Math scores of 4 or higher. Meanwhile institutions are awarding GT-MA1 credit for IB Math scores of 4 or higher but without guarantees of specific course equivalencies.

4. New and closed GT Pathways courses

New  
*None*

Closed

*Adams State University*

- GT-SC1: GEOG 101 Introduction to Physical Geography (4)
- GT-SC1: GEOL 101 Physical Geology (4)

## Step 1

- Credential provider needs to indicate the date when the credential curriculum or assessment was last revised YES – 3 TO 5 YEARS DEPENDING ON THE NATURE OF CHANGE – SUBSTANTIVE, MINOR TECHNICAL, ETC. – ARE LEARNING OUTCOMES SUBSTANTIALLY DIFFERENT (ALSO STUDENTS WILL NOT HAVE CREDIT TAKEN AWAY ONCE AWARDED).
- Credential provider needs to indicate the industry to which the credential is most closely associated (if any) OK
- Ideally the submission form will be the same across institutions (IHEs use a version of form used by CDHE) IDEALLY WOULD BE THE SAME FORM – BENEFITS BOTH STUDENTS AND INSTITUTIONS – ALSO WOULD SUPPORT DATA GATHERING
- For students, should submission be limited to enrolled students? Admitted students? Question about students “shopping around” for credit (but how is this different from submitting transcripts for evaluation) – STUDENT MUST BE ADMITTED TO AN INSTITUTION BEFORE DIRECT SUBMISSION (AND NO SUBMISSION ALLOWED IN THE SEMESTER PLANNED FOR GRADUATION) FOR CONSIDERATION FOR THAT IHE; OTHERWISE USE THE CDHE PORTAL
- AND should a student have the option to submit via CDHE or should they be required to go directly to the institution where they are seeking credit/application
- Clarify that apprenticeships means USDOL registered apprenticeships – YES
- Potential disclaimer – given potential demand, can’t guarantee that credential will be reviewed (resource dependent)?
- Could an institution charge for the evaluation service if coming from industry? PERHAPS – POTENTIAL POLITICAL CONSIDERATIONS

## Step 2

- Need some criteria for determining threshold for consideration, and to prioritize among those received in a given time period – CRITERIA THAT \*MAY\* BE CONSIDERED – GIVES CDHE/CCCS MECHANISM TO NARROW LARGE NUMBER OF REQUESTS
- IHE prerogative to evaluate whatever is sent to them, but criteria can (should?) be used for submitted for statewide evaluation (it’s a prioritization strategy rather than inclusion criteria)
- Suggest alignment with high demand occupations and “living wage” \*may\* be used but not required to be used

- Might we add “demonstrated evidence that credential has demonstrable alignment to a high demand career pathway” – or professional advancement – BUT WE DON’T ASK THAT OF STUDENTS TRANSFERRING IN WITH DEGREES

### Step 3

- Evaluators will need to know what was taught and assessed at the time the credential was earned and this holds up over time – how to obtain curriculum information, technical reports on assessments? – COULD ASK THAT OF INDUSTRY/PROVIDER SUBMITTERS – IF A STUDENT, CDHE/CCCS WILL NEED TO SEEK THIS FROM THE PROVIDER
- Multiple institutions may be evaluating a given credential simultaneously with different outcomes – not a problem if it’s part of portfolio review for potential application to a specific program at that institution (was also raised in CFAC forum)
- How to handle if multiple institutions are reviewing a given credential for potential statewide transfer? IHEs could be encouraged anytime there is potential alignment with GT Pathways to bring that to the attention of CDHE
- If an institution decides to award GT Pathways credit for a credential they should be obligated to refer that credential for statewide consideration – WILL IMMEDIATELY FULFILL INSTITUTIONAL REQUIREMENT BUT NOT GUARANTEED FOR TRANSFER BEFORE STATEWIDE REVIEW AND AFFIRMATION
- Need clarification on the role of local district colleges – do they evaluate independently or part of CCCS processes by courtesy? – PART OF CCCS
- Outcome “D” should not be part of the plan – is institutional prerogative but not something ready for public discourse at this time – TAKE THAT OUT OF THE PLAN
- CCCS should first consider/ask whether something has potential for statewide transfer

### Step 4

- After determination is made that a credential will be added to statewide transfer framework, institutions need time to determine specific course equivalency (as with other forms of CPL) and communicate that to CDHE for published crosswalks
- If CCCS recommends credit for a course in an STAA, that information is brought to GE Council, who can decide to affirm with notation made to the STAA document; does not automatically require convening of statewide faculty in the discipline –

## GE COUNCIL PREROGATIVE – CONSIDERATION OF FACULTY GOVERNANCE AS PARTY TO THE INTER-INSTITUTIONAL AGREEMENT

### Step 5

- Expiration date for credit award needs to include an expiration date (suggest 3-5 years from the date of approval by GE Council) – ESSENTIALLY CODIFIES A REGULAR REVIEW PROCESS, NOT UNLIKE STAAs (COULD ALSO INDICATE THAT FIELDS SUCH AS TECHNOLOGY, HEALTHCARE, LIFE SCIENCES, ETC. ARE 3 YEARS – OTHERS ARE FIVE – FACULTY DETERMINATION) – STUDENTS WOULD NOT LOSE CREDIT AFTER AWARDED EVEN IF THE CURRICULUM/ASSESSMENT CHANGED
- Could include a disclaimer that if the curriculum or assessment is revised after a credit award is determined, future credit awards are not guaranteed (could require re-evaluation) – as well as any awards made prior to the date of revision are not guaranteed for transfer – ADN TO BSN EXAMPLE -- TIMELINES
- How or do we evaluate CEUs? NOT EVALUATE THE CEU BUT RATHER THE CREDENTIAL BEHIND IT – OTHERWISE IHE COULD CHOOSE TO EVALUATE AS PART OF PORTFOLIO – JOANN AND KATHRYN EXAMPLES
- IHEs must publish on their websites how students can submit work-related experience for evaluation and any institution-specific credit awards that have been determine – AFFIRMATION TO ADD THE WBE COMPONENT TO EXISTING INFORMATION
- Ideally, registrars across the state will be consistent in how credit awards are listed on the transcript (similar to what is done currently for other forms of CPL?)

### Outreach

- Need a plan for promoting the plan and opportunity to potential stakeholders, including industry
- Connect with human resources professionals in industry – training and professional development groups (those that process reimbursements for college credit)
- Would be helpful to know how credit awards articulate into a specific academic program at a given institution